



SRO

STATE SCHOOL REFORM/REDESIGN OFFICE
Michigan Department of Technology, Management and Budget

Unreasonable Hardship Determination Report

STEAM Academy at MLK

February 2017

DRAFT

Table of Contents

Framework	3
Unreasonable Hardship Review Process	5
Part 1: Data Review	5
Part 2: Academic On-Site Review	7
Operational On-Site Review	17
Part 3: Access and Availability	18
Part. 4: Final Determination	20
Appendix A: Academic and Non-Academic Data	22
Appendix B: Facilities Condition Index	27
Appendix C: School Quality Maps	50
Appendix D: Financial Impact	57

Framework

State School Reform/Redesign Office Background and Legal Authority

The State School Reform/Redesign Office (SRO) was established in 2010 to serve as Michigan's academic accountability office. The mission of the SRO is to turn Michigan's Priority Schools into the highest-performing schools in Michigan. The SRO's vision is to create the necessary conditions for a globally superior public education system. To do this, the SRO uses both incentives for academic success and consequences for chronic failure. The following state and federal statutes establish the SRO and govern the office's action steps:

Michigan's Revised School Code 380.1280c: Section 1280c of the Revised School Code charges the SRO with the responsibility of identifying and supervising the lowest achieving 5% of schools (Priority Schools). Priority Schools submit reform/redesign plans to improve performance, and the SRO is granted authority to implement intervention if academic progress is not made (i.e. CEO operator for multiple schools, State School Reform/Redesign District (SSRRD), etc.). Priority Schools are required to submit monitoring reports to the SRO in a manner and frequency as determined by the SRO. The statute also provides exemptions for districts under emergency management.

Michigan's Executive Order No. 2015-9: Executive Order 2015-9 transferred the SRO from the Michigan Department of Education (MDE) to the Department of Technology, Management, and Budget (DTMB). It also transferred all authority, powers, duties, functions, and responsibilities assigned to MDE and the Superintendent of Public Instruction under MCL 380.1280c to the SRO.

Michigan Public Act 192 (i.e. Enrolled House Bill 5384): The law divides the Detroit Public School District (DPS) into two separate districts and requires the SRO to mandate school closures via specified stipulations.

Under these statutes, the State School Reform/Redesign Office must make notifications and issue orders to Public School Academy Authorizers and/or Traditional Public School Superintendents/Board Presidents establishing different levels of accountability based on the performance of the schools they operate/authorize.

Purpose

On January 20, 2017, the SRO published the order subjecting [School] to a Next Level of Accountability pending an Unreasonable Hardship Determination as required under subsection 391(3), MCL 380.391(3). The purpose of this report is to:

- Outline the Unreasonable Hardship Review Process
- Detail the findings of the Unreasonable Hardship Review
- Publish the final Unreasonable Hardship Determination for **STEAM Academy at MLK** and
- Detail next steps that the SRO recommends in light of the final Unreasonable Hardship Determination.

Unreasonable Hardship Review Process

In accordance with MCL 380.391(3), the SRO must complete an analysis of whether closure of **STEAM Academy at MLK** will result in unreasonable hardship to pupils attending **STEAM Academy at MLK**. The SRO will consider other public school options available to students in the grade levels offered and geographic area served by the public school identified for closure to determine if closing the identified school(s) would result in an unreasonable hardship for the impacted students. The SRO is committed to ensuring that the closure of a failing school does not necessitate the enrollment of a displaced student in another failing school. The SRO's Unreasonable Hardship Review will consist of three parts:

1. **Part 1:** A comprehensive review of all available data related to the past and current performance of the identified school(s)
2. **Part 2:** An academic and an operational on-site review
3. **Part 3:** A detailed examination of other public school options available to students in the grade levels offered and geographic area served by the public school identified for closure.

A set of research-based Turnaround Practices served as the framework for the SRO's Unreasonable Hardship Review. The Turnaround Practices¹ are based on both academic and practice-based research on the common characteristics of successful turnaround schools and are organized into five different domains:

- **Domain 1:** Leadership, Shares Responsibility, and Professional Collaboration
- **Domain 2:** Intentional Practices for Improving Instruction
- **Domain 3:** Providing Student-Specific Supports and Instruction to All Students
- **Domain 4:** School Climate and Culture
- **Domain 5:** District System: Districts develop systems to support, monitor, and sustain turnaround efforts

By structuring the SRO's Unreasonable Hardship Review around these domains the SRO is acknowledging that in determining unreasonable hardship one must not only examine historic performance but must also work intimately with local community members and educators to determine if the academic and operational realities of the identified school reflective of a school poised for rapid turnaround.

All of the information produced and insights gained from the Unreasonable Hardship Review Process have informed the SRO's Final Unreasonable Hardship Determination, which consists of a series of 3 Key Questions:

- **Question 1:** Are the academic and operational realities of the identified school reflective of a school poised for rapid turnaround?
- **Question 2:** Are there are sufficient other public school options reasonably available to these pupils?
- **Question 3:** Would the proposed NLA action result in an unreasonable hardship to the displaced pupils?

¹ See Edmonds, 1979; Bryk et al., 2010; Marzano, 2003; Newmann et al., 2001; Lane et al., 2014)

Unreasonable Hardship Review Part 1: Data Review

In an effort to inform the Unreasonable Hardship Determination, the SRO requested a comprehensive set of both academic, cultural, and operational data from **STEAM Academy at MLK**. The data provided can be viewed in Appendix A. In reviewing this data as well as previously state-reported academic data, the SRO has identified the following Key Takeaways related to the past, and current realities of **STEAM Academy at MLK**.

Data Review Key Takeaways

- **Academic (Domains 2 and 3)**
 - Proficiency
 - Between 2014 and 2016 the percent of proficiency demonstrated for all students in Mathematics decreased from [REDACTED]
 - Between 2014 and 2016 the percent of students with disabilities that demonstrated proficiency in Mathematics decreased from 17.02% [REDACTED]
 - Between 2014 and 2016 the percent of proficiency demonstrated for all students in Reading/ELA dropped from 22.87% to [REDACTED]
 - Between 2014 and 2016 the percent of students with disabilities that demonstrated proficiency in Reading/ELA decreased from 31.91% [REDACTED]
 - Between 2014 and 2016 the percent of proficiency demonstrated for all students in Science was [REDACTED] in 2014 and [REDACTED] in 2016
 - Between 2014 and 2015 the percent of students with disabilities that demonstrated proficiency in Science was [REDACTED] in 2014 and [REDACTED] in 2015
 - Between 2014 and 2016 the percent of proficiency demonstrated for all students in Social Studies was [REDACTED] in 2014 and [REDACTED] in 2016
 - Between 2014 and 2016 the percent of students with disabilities that demonstrated proficiency in Social Studies was [REDACTED] in 2014 and [REDACTED] in 2016
 - Student Instructional Support Systems (Interventions)
 - Significant opportunities have been provided to teachers and administrators around improving their practices, improving the services to students, and building teacher and administrator leadership by: Instructional coaching around best practices, summer curriculum development by Engage NY lesson guides and power standards, and PLCs and how to make them work for student learning.
 - Each building administrator and staff have worked with Berrien RESA consultants to implement and enhance their PBIS programs to build positive student behavior. Through an MDE grant for extended day, additional tutoring services provided K-3.
 - For socio-emotional supports, the schools uses PBIS methodology and PBIS awards given out in each building
 - For charting and increasing literacy growth, AIMS WEB testing is/will be done K-5 and reviewed for specific literacy interventions.
 - Curriculum
 - ELA is structured by the Engage New York Curriculum (Expeditionary Learning).
 - Math instruction is structured by the Engage New York Curriculum (Eureka Math).
 - Science instruction is designed to supplement the math curriculum.
 - Social Studies instruction is designed to supplement the math curriculum.
- **Climate and Culture (Domains 3 and 4)**
 - Enrollment

- Between 2014 and 2016, enrollment dropped from 438 to 302 (136 student difference)
- Between 2014 and 2016 the number of economically disadvantaged students decreased from 395 to 259 (136 student difference).
- Between 2014 and 2016 the percentage of economically disadvantaged students decreased from 90.2% to 85.8%.
- African Americans consistently make up 94% or more of the student population.
- Between 2014 and 2016 enrollment has declined in every grade.
- The greatest decline in student enrollment occurs in grades 7 from 55 to 27 students.
- Attendance
 - Between 2014 and 2016 the attendance rate has grown from 87.2% to 88.2%.
 - Between 2014 and 2016 the percentage of chronically absent students has decreased from 68.0% (298 students) to 67.0% (225 students).
- **Professional (Domains 1 and 5)**
 - Teacher Evaluation
 - Between 2014 and 2016 the number of teachers decreased by eleven from 24 to 16.
 - The number of teachers rated as highly effective was 0 in 2014 and 1 (6.3%) in 2016.
 - The number of teachers rated as effective decreased from 23 (95.8%) to 6 (37.5%) in 2016.
 - There were 9 teachers rated as marginally effective or ineffective in 2016.
 - In 2016, 9 (56.3%) teachers were rated as marginally effective.
 - In 2016, 0 (0%) teachers were rated as ineffective.

Unreasonable Hardship Review Part 2a: Academic On-Site Review

On February 10, 2017 two representatives of the SRO conducted the Academic On-Site Review for **STEAM Academy at MLK**. The purpose of this visit was to gain current and school-specific information related to the current academic realities of **STEAM Academy at MLK** from its building leaders, teachers, parents and community members. The Academic On-Site Review was structured as follows:

- Interviews with Building Leadership
- Building Walk-Through with Classroom Observations
- Teacher Leader Focus Group
- Student Focus Group
- Parent/Community Focus Group

In a letter sent on January 23, 2017, the SRO requested that **STEAM Academy at MLK** nominate both teacher leaders as well as parents and community members to participate in the Academic On-Site Review.

The review was structured around the research-based Turnaround Practices & questions that served to frame both the interviews as well as the focus group discussions. Responses from conversations were analyzed & evaluated for alignment with key indicators of best practices for high-gain, rapid turnaround schools. The following pages provide the results from the site visit. Rubric ratings (see below) and corresponding evidence (in bulleted form) is provided for each Turnaround Practice component.

Rubric Descriptors

<u>Strong alignment with best practice</u>	<u>Moderate alignment with best practice</u>	<u>Low alignment with best practice</u>
All indicators are evident and there is strong evidence that key structures and practices are being used effectively to improve instruction.	Some of the indicators are evident and there is some evidence that key structures and practices are being used effectively to improve instruction.	A few or none of the indicators are evident and/or there is little to no evidence that key structures and practices are being used effectively.

A key purpose of the site visit is to assess each school's capacity to engage in accelerated turnaround and to inform decisions regarding unreasonable hardship. As such, site reviewers and the SRO are focused on the following overarching questions.

Domain 1: Leadership, Shares Responsibility, and Professional Collaboration

- Does the school have a collaborative environment (e.g., sufficient teaming structures and ways of working together) that can lead to accelerated instructional improvement?
- Does the school leadership have systems in place to monitor and support the implementation of improvement strategies, including the use of frequent classroom observations?

Domain 2: Intentional Practices for Improving Instruction

- Does the school utilize a common core curriculum that is instructionally coherent and that displays a strong understanding of high quality instruction, among teachers and as supported and observed by administrators?
- Does school leadership have a system in place to identify teachers that may need additional support, and specific strategies for providing such support?

Domain 3: Providing Student-Specific Supports and Instruction to All Students

- Does the school have and actively utilize a system of assessments and interventions capable of providing student-specific supports and subsequent monitoring of the effectiveness of interventions?

Domain 4: School Climate and Culture

- Does the school provide a safe, orderly, and respectful environment for students and a collegial and professional culture among adults?

Determining Capacity for Successful Turnaround

Key Question 1: What are the core issues and challenges that have kept students at your school from achieving? How are you addressing these issues and challenges?

Key Question 2: What are the key practices and strategies that distinguish your school, and will allow your school to improve, leading to increased student achievement in the near future?

	Alignment with Best Practice
<p>Adaptive Instructional Improvement All stakeholders espouse an “improvement mindset” reflected in the school’s continuous review and assessment of improvement practices and strategies used within the school.</p> <p>Key Indicators</p> <ul style="list-style-type: none"> The school stops or modifies strategies that are not working and expands those that are working. 	
<p>Respectful and Trusting Learning Environment All stakeholders (students, teachers, community members, etc.) have high expectations for students and value working with and learning from each other.</p> <p>Key Indicators</p> <ul style="list-style-type: none"> Parents and students state that they believe that all of the students in the school will succeed (e.g., will do well in classes, graduate, attend and graduate college). Teachers and administrators work together in formal and informal teams on a regular basis. 	
<p>Instructional Rigor Instruction and instructional practices are engaging, differentiated, and sufficiently challenging for all students.</p> <p>Key Indicators</p> <ul style="list-style-type: none"> Teachers provide all students with lessons and instruction directly aligned with common core standards and aligned instructional practices. Written lessons and taught instruction includes stated and written learning objectives, multiple instructional strategies, and challenging (e.g., higher order) tasks, problems, and questioning strategies. 	
<p>Targeted Interventions The school expertly uses specific instructional strategies/interventions executed with a high degree of instructional expertise.</p> <p>Key Indicators</p> <ul style="list-style-type: none"> Student work is consistently improving. Instructional strategies and interventions are implemented with fidelity. 	

- The building leadership team suggested that they are highly engaged in many programs and projects that support student and teacher engagement.
- The building leadership is new and the process of turnaround has been slow. Teachers were committed to stay in the building and appear to be united around a central theme.

- The building leadership team reports that they have full autonomy in staffing. They are also fully staffed at this time, which is significant given the status of other schools in the district.

Turnaround Strategy Domain 1: Leadership, Shared Responsibility, and Professional Collaboration

The school has established a community of practice through leadership, shared responsibility, and professional collaboration.

Key Question: How, and to what extent, do you (and your leadership team) cultivate shared ownership, responsibility, and professional collaboration in the school?

Turnaround Strategy Components	Alignment with Best Practice
<p>Teaming, Shared Leadership and Responsibility, and Collaboration</p> <p>Distributed leadership structures and practices are apparent throughout the school building in the form of an active and well-represented Leadership Team and grade-level and vertical teams.</p> <p>Key indicators:</p> <ul style="list-style-type: none"> • The school leadership team meets regularly and includes representation from all grades and student needs. • Grade-level and vertical teams meet regularly. • Teams exhibit a strong commitment to high expectations for all students and a willingness to work together to improve instruction. 	
<p>Using Teams, Shared Leadership, and a Collaborative and Trusting Environment to Accelerate Improvement</p> <p>Administrators and teachers (through teacher teams or involvement in the leadership team) are monitoring and assessing the implementation and impact of key improvement strategies, use of resources, classroom instructional practices, and non-academic supports on student achievement.</p> <p>Key indicators:</p> <ul style="list-style-type: none"> • Adaptation: Leadership has the demonstrated ability to adapt, innovate and do whatever it takes to improve student achievement. • Instructional Observation: Instruction is formally and informally observed and meaningful feedback is provided. Teachers, as well as students, are held to high expectations. 	

Building Leadership Team reported:

- Prior to last year, the school lacked a comprehensive curriculum and is now using Engaged New York (for (ELA/Math). The school has committed to using this curriculum for the next six years.
- Many teachers uncomfortable teaching certain subjects; fear of students and fear of materials (students have to be engaged)
- Assessment Friday (one person from each grade level submits a simple 5 question assessment; every person on that team takes that assessment). School is more data-driven under the leadership of the new principal.
- Previously, no accountability for teaching staff; DEC Checklist (daily checklist which administrator checks); more accountability.

- Administrator does daily walk through throughout building and feedback is provided to staff.
- Teachers have not had a salary increase in three years. Administrator is terrified that his staff “will fly” and choose another district if they are not compensated fairly.
- School places an emphasis on “bubble-kids” when reviewing data.
- High flyers are provided with learning based project-performance tasks
- Breakdown High/Medium/Low Students: 10% at or above; 50% are two grades below; 5% (according to recent AimsWeb reading assessment)
- Identified “Words Their Way” as one of the schools interventions.
- Administrator has created monitor stations in the lunchroom helping to support the lunchroom staff.
- The school staff all have posted responsibilities and celebrate learning.
- School uses Professional Learning Communities model.
- The entire staff is invested in PBIS; and every month they have an activity.
- School has reduced suspensions from 199 down to 60 since the implementation of PBIS.
- The administrator has placed key strategies in place to ensure that staff carry out assigned academic and other support duties daily.
- Success Coaches have been employed: Pathways to Potential were also cited.

Turnaround Strategy Domain 2: Intentional Practices for Improving Instruction

The school uses an aligned system of common core curricula, assessments, and common instructional practices across the school and content areas, and employs intentional practices for improving teacher-specific and student-responsive instruction.

Key Question: What are the strategies and practices that you and your colleagues use to improve instruction? Specifically, how do you work to improve teachers' instruction?

Turnaround Strategy Components	Alignment with Best Practice
<p>Common core curriculum and aligned and rigorous instructional practices. Administrators and teachers develop and use vertically and horizontally aligned curricula and instructional strategies that includes common units, lessons, assessments, and instructional strategies and language within and across grades and content areas.</p> <p>Key indicators:</p> <ul style="list-style-type: none"> Teachers' unit and lesson plans are similarly structured, incorporating best practices, directly linking lesson content with the grade-level standards and standards taught in prior and subsequent grades. A common set of instructional strategies, academic language, and other learning tools are evident in lessons and in practice, to enable students to access content. 	
<p>Defined expectations for high quality instructional practices The school has a clear instructional focus and shared expectations for instructional best practices that address students' instructional needs.</p> <p>Key indicators:</p> <ul style="list-style-type: none"> Leaders and teachers understand the instructional focus and how the instructional focus informs (or is evident in) classroom practice. Teachers have received training and professional development on the instruction focus and related instructional strategies. 	
<p>Teacher support and feedback to improve instruction Teachers are actively supported to develop high quality lessons, deliver high quality lessons and instruction and to become experts in using and refining effective instructional strategies.</p> <p>Key indicators:</p> <ul style="list-style-type: none"> The principal (or administrators or coaches) spend significant time in classrooms, observing teachers' instruction and providing teachers with constructive and useful feedback on instructional practices. Teachers (and teacher team) use a variety of standards-based assessments to assess the effectiveness of instructional strategies and modify instruction accordingly. 	

- Staff reported that inconsistency and the closing of school buildings has caused problems (one teacher stated, "my boxes haven't caught up with me.")
- The frequency that teachers are asked to switch positions and the movement of principals causes lots of commotion.

- The inconsistency with materials; use of an outdated curriculum materials; and lack of books for students to take home were major concerns of teachers. Also, the dismantling of programs and eliminating Inquiry Bridge were also disruptive.
- Teachers suggest that Engage NY might not work because it requires students to be at grade level and many of the students are below grade level.
- Teachers stated the level of student disengagement was a concern, although they did not directly detail how they were addressing that challenge individually or collectively.
- Teachers reported that they talk about high expectations and use Love and Logic, and showing students that they care is demonstrated across the school. They celebrate behaviors but teachers believe they need to celebrate academics.
- The school wants to stay with Engage NY and the materials for the curriculum are available for staff.
- They have a goal of becoming a Blue Ribbon School in five years.
- The school receives coaching support from Berrien ISD.
- Intervention have dedicated daily time and are posted for each class on the board.
- The administrator monitors lesson plans weekly and has established a system for ensuring that teachers submit plans weekly.

Turnaround Strategy Domain 3: Providing Student-Specific Supports and Instruction to All Students

The school is able to provide student-specific supports and interventions informed by data and the identification of student-specific needs

Key Question: How, and to what extent, does your school provide student-specific supports and interventions to students?

Turnaround Strategy Components	Alignment with Best Practice
<p>Tiered and Targeted Interventions for Students and Monitoring for Effectiveness The school has a system (structures, practices, resources) for providing targeted instructional interventions and supports to all students which also includes close monitoring of the impact of tiered interventions on students' progress.</p> <p>Key indicators:</p> <ul style="list-style-type: none"> • Students are provided with targeted, student-specific instruction and interventions in direct response to their academic areas of need, rather than placing entire groups of students in intervention groups. • The impact of classroom-based and tiered interventions is frequently monitored (e.g., regularly, in 2, 4, or 6 week intervals and often by grade-level teams or by school support teams) and then refined in direct response to students' needs. 	
<p>Data Use and Data Informed Targeting of Interventions Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs.</p> <p>Key indicators:</p> <ul style="list-style-type: none"> • A variety of valid and reliable assessments (standards-based and performance assessments) are used consistently, within and across grades and content area. • Administrators and teachers are using assessment to identify the specific students needing additional support and the targeted areas of need for each specific student. 	

- The leadership team reported that some children lack self-confidence; become easily overwhelmed when presented with lots of reading.
- All focus groups agreed that the lack of resources are a major issue: Staff are the lowest paid in Berrien County (i.e. books, materials, paper, and technology, inability to recruit and retain highly-qualified staff).
- The school has designated every Friday as Assessment Friday. If student data identifies that greater than 25% of students didn't learn concept the concept is retaught. Small group instruction is provided for students as needed.
- Each classroom has a data chart and teachers are required to update the data chart weekly.
- The school recently hired an academic interventionist (uses pull-out model for identified struggling students).
- The school has scheduled PLC meets every other week; teachers report that they are "real good at figuring data out".

Turnaround Strategy Domain 4: School Climate and Culture

The school has established a climate and culture that provides a safe, orderly and respectful environment for students and a collegial, collaborative, and professional culture among teachers that supports the school's focus on increasing student achievement.

Key Question: How does your school attend to students' social-emotional health and establish a safe, orderly, and respectful environment for students?

Turnaround Strategy Components	Alignment with Best Practice
<p>Safety and secure learning environment. The school has established and provides a safe and secure learning environment for students, staff and community members.</p> <p>Key indicators:</p> <ul style="list-style-type: none"> • Student to student interaction and teacher to student interactions are respectful and considerate, as observed during the visit. 	
<p>Shared Behavioral Expectations that support student learning Administrators and teachers have and use a clearly established set of behavioral expectations and practices that supports students' learning.</p> <p>Key indicators:</p> <ul style="list-style-type: none"> • Expectations of student behavior are written and clearly shared and understood throughout the school building. • Behavioral expectations are reinforced through consistently applied rewards and consequences (consistent among and across teachers and grades). 	
<p>Targeted and effective social-emotional supports The school has identified, established, and proactively provides effective social-emotional resources and supports for students in need of such supports and assistance.</p> <p>Key indicators:</p> <ul style="list-style-type: none"> • The school has identified a wide array of effective social-emotional responses and supports for students in need of such assistance and support. • Students that may need or benefit from social-emotional supports are identified and receive targeted social-emotional support. • Data on the effectiveness of social-emotional supports is collected and monitored. 	

- Community and teachers requested that priority should be given to children who have witnessed a murder (i.e. provide more mental and social-emotional support).
- Support needed from Parent Teacher Organization-type organizations and community stakeholders. Community support has improved this year; in the past they have had Reading Recovery, Andrews University, SMART TUTORING, and other volunteers who supported a reading program for the school.
- According to the community focus group, the school has been in transition and the state emergency manager cut out a much needed Parent University.

- Parent involvement has seen an improvement. –Parents are responding more positively with the school; big impact on teachers and the school. Teachers don't feel as though they are babysitters.
- Community wants more reading books for students at all levels.
- The school has two behavioral interventionists on staff. It also has a schoolwide PBIS model in place.
- Students are only suspended for fighting and they are held accountable for their choices. The school aims to prevent all forms of the school to prison pipeline by engaging and keeping students in school.
- The school has the support of DHS –Pathways to Success support.
- The school recently had a new playground, fencing, and a greenhouse installed. The greenhouse is aimed at being a classroom-owned space where students and their teachers can learn about nature.
- The administrator has a cell phone with community numbers listed to dial when students are having problems and community wrap around services are warranted.
- School attendance has increased from 360 to 425; daily attendance rate is approximately 90%. The students in this community are in extreme poverty.

Turnaround Strategy Domain 5: District System to Support Accelerated Improvement and Turnaround

The district has developed systems for identifying schools that are not performing well, and strategies for monitoring and supporting school leadership and teachers.

Examples of district systems:

- *Strategic placement and assignment of principals and teachers in high need schools, including the use of incentives to get the right leaders and teachers in high need schools.*
- *Provision of additional staffing and resource autonomy to leaders in high need schools*
- *Provision of additional supports (e.g., coaching supports, instructional resources) to high need schools.*

Key Questions:

- How does the district monitor and/or support you in your efforts to improve instruction and raise student achievement?
- To what extent has the district provided you with additional autonomy to make changes to staff (e.g., to hire new teachers and/or quickly remove teachers not supportive of your work), to the school's schedule, and in your use of resources? How much autonomy do you have?

	Alignment with Best Practice
District Capacity - Core Functions The District has established and/or provides schools with base supports necessary for effective teaching and learning (Core curriculum and professional development, assessments, data systems, instructional materials, human capital).	
District capacity - Monitor and support The district has established and communicated a district-wide improvement strategy, including a vision and specific goals for improvement. The improvement strategy includes specific strategies for monitoring and supporting schools (leaders, teachers, and students).	
District Capacity – Conditions and Autonomy The district provides schools with sufficient autonomy and authority to implement turnaround actions, while holding schools accountable for results.	

- The district has a new superintendent and the school/district has seen a positive change.
- The district has promoted using Engaged New York curriculum districtwide and has provided professional development for all its schools. Some materials (books, supplies) have been ordered and received by the schools including STEAM Academy at MLK.
- The district provides some autonomy in hiring of school personnel, and this has gone favorably according to the administrator.

Unreasonable Hardship Review Part 2b: Operational On-Site Review (Facility Conditions Index)

The SRO partnered with DTMB's Facilities & Business Services Administration Office (SFA) to determine a facility conditions index (FCI) for **STEAM Academy at MLK**. The FCI measures maintenance and repair costs against current replacement cost of the building. The lower the number, the less cost effective it is for the district to keep the building open.

All inspections were designed to be non-intrusive and the results were based on observations and assumptions given the factual knowledge provided.

FCI SCORE: 55.5

A copy of DTMB's FCI report is attached to this report as Appendix B.

DRAFT

Unreasonable Hardship Review Part 3: Access and Availability

Whether statutorily required under MCL 380.391(3), MCL 380.507(6), MCL 380.528(6), or MCL 380.561(6), or optionally adopted under MCL 380.1280c, the SRO is committed to completing an analysis of whether the proposed closure will result in unreasonable hardship to pupils attending **STEAM Academy at MLK**. The SRO will consider other public school options available to students in the grade levels offered and geographic area served by **STEAM Academy at MLK** to determine if the closure would result in an unreasonable hardship for the impacted students. The SRO is committed to ensuring that any closure does not necessitate the enrollment of a displaced student in another failing school. When evaluating the sufficiency of other public school options for affected pupils and unreasonable hardship, the SRO evaluates a variety of factors that can generally be organized into three different categories. These categories include, but are not limited to:

- **Geography:** Are there schools within a reasonable number of miles from the school identified that serve the same grade levels as the identified school?
- **Performance:** Are there schools that were identified during the geographic evaluation that also have an acceptable Top-to-Bottom ranking?
- **Access:** Do the students that would be displaced by the NLA Action have reasonable access to the schools identified during both the geographic and performance evaluations?

The results of the SRO's analysis are included in the below table. The number of schools that meet the parameters defined in the left most two columns is included in column #3 and the estimated capacity of the qualifying schools is included in column #4. The right-most two columns define the # of qualifying schools that would not require students to utilize the schools-of-choice legislation (MCL 388.1705/MCL 388.1705c) to gain access and the estimated capacity of those qualifying schools that would not require utilization of the schools-of-choice legislation.

Distance Parameter (Maximum in miles)	TTB Ranking Parameter (Minimum)	# of Qualifying School-of-Choice Schools	Estimated Capacity of Qualifying School-of-Choice Schools	# of Qualifying Local Access Schools	Estimated Capacity of Qualifying Local Access Schools	Total # of Qualifying Schools that Displaced Students Could Access	Total Estimated Capacity of Qualifying Schools that Displaced Students Could Access
5	25	3	5	0	0	3	5
10	25	7	30	1	0	8	30
15	25	12	55	1	0	13	55
20	25	16	73	1	0	17	73
25	25	25	141	1	0	26	141
30	25	29	169	1	0	30	169

Unreasonable Hardship Data Key Takeaways

- There is 3 accessible schools of choice that is qualifying and that are located nearby, within 5 miles. It could accommodate up to 5 students.
- There are no accessible local access schools within a 5-mile radius and 1 within a 10 mile radius. They could not accommodate any students.
- The total number of schools within a 10 mile radius that are accessible is 8 schools, and could accommodate up to 30 students.

Unreasonable Hardship Review Part 4: Final Determination

The SRO's Final Unreasonable Hardship Determination is based on a comprehensive review of all available data, the results from both operational and academic on-site review visits and an examination the other public school options that are available to the students that would be impacted by the closure of **STEAM Academy at MLK**. All of the information produced and insights gained from the Unreasonable Hardship Review Process that have been detailed in this report, were considered when answering the three key questions that comprise the SRO's Final Unreasonable Hardship Determination.

Question 1: Are the academic and operational and academic realities of the identified school reflective of a school poised for rapid turnaround?

<input type="checkbox"/>	The academic and operational realities of the identified school reflective of a school poised for rapid turnaround.
<input type="checkbox"/>	The academic but not the operational realities of the identified school reflective of a school poised for rapid turnaround
<input type="checkbox"/>	The operational but not the academic realities of the identified school reflective of a school poised for rapid turnaround
<input type="checkbox"/>	Neither the academic nor the operational realities of the identified school reflective of a school poised for rapid turnaround

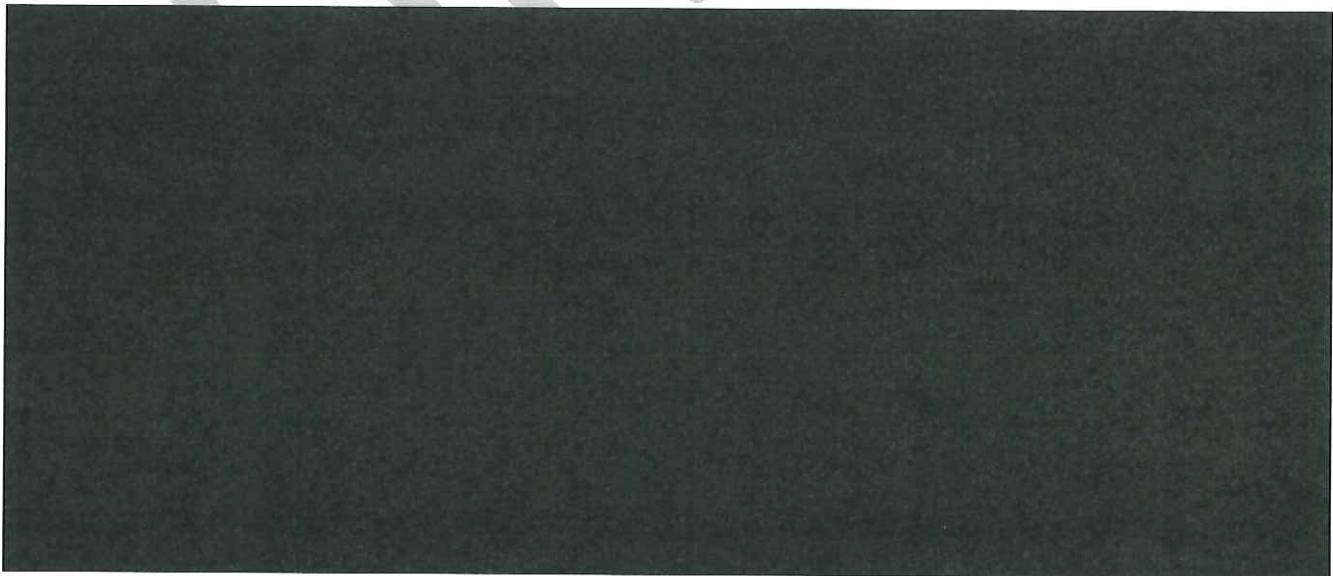
Question 2: Are there are sufficient other public school options reasonably available to these pupils?

<input type="checkbox"/>	There are sufficient other public school options reasonably available to these pupils?
<input type="checkbox"/>	There are insufficient other public school options reasonably available to these pupils?

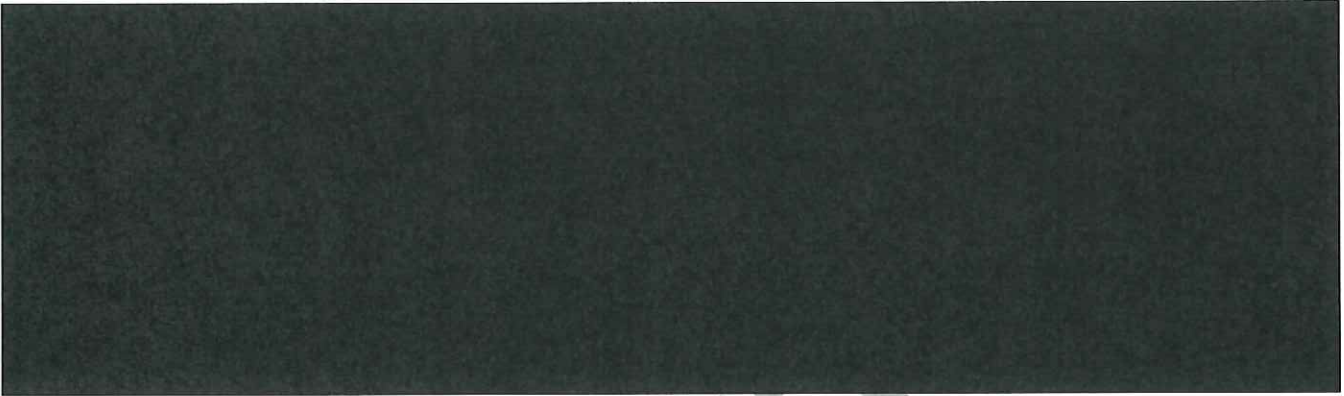
Question 3: Would the proposed NLA action result in an unreasonable hardship to the displaced pupils?

<input type="checkbox"/>	The proposed NLA action would not result in an unreasonable hardship to the displaced pupils
<input type="checkbox"/>	The proposed NLA action would result in an unreasonable hardship to the displaced pupils

Determination:



Next Steps:



DRAFT

APPENDIX A: SRO Unreasonable Hardship Data Request Packet

The SRO is committed to ensuring that the Unreasonable Hardship Determination required under MCL 380.391(3), MCL 380.507(6), MCL 380.528(6), MCL 380.561(6), or optionally adopted under MCL 380.1280c is as informed as possible. Therefore, the SRO is requested that the following information be provided in an editable format (e.g., .doc, .docx, .xls, .xlsx, etc.) by Tuesday, February 1, 2017. Where possible, the information provided will be verified against previously reported and publically available data.

Data review components:

- Academic
- Climate and Culture
- Professional
- Operational

DRAFT

Academic Data**Top-to-Bottom Rankings by Year**

2012	2013	2014	2015	2016
4	3	3	0	0

Student Proficiency – Mathematics

Student Group	% Proficient or Above 2013-2014	% Proficient or Above 2014-2015	% Proficient or Above 2015-2016
All Students			
Native American			
Asian			
African-American			
Hispanic			
Native Hawaiian, Pacific Islander			
White	20		
Multi-Race, Non-Hispanic			
Economically Disadvantaged			
Students with Disabilities (IEP & 504)	17.02	6.67	
English Language Learners			

Student Proficiency – Reading/ELA

Student Group	% Proficient or Above 2013-2014	% Proficient or Above 2014-2015	% Proficient or Above 2015-2016
All Students	22.87		
Native American			
Asian			
African-American	22.02		
Hispanic			
Native Hawaiian, Pacific Islander			
White	50		
Multi-Race, Non-Hispanic			
Economically Disadvantaged	22.18		
Students with Disabilities (IEP & 504)	31.91		
English Language Learners			

Student Proficiency – Science

Student Group	% Proficient or Above 2013-2014	% Proficient or Above 2014-2015	% Proficient or Above 2015-2016
All Students			
Native American			
Asian			
African-American			
Hispanic			
Native Hawaiian, Pacific Islander			
White			
Multi-Race, Non-Hispanic			
Economically Disadvantaged			
Students with Disabilities (IEP & 504)		7.14	
English Language Learners			

Student Proficiency – Social Studies

Student Group	% Proficient or Above 2013-2014	% Proficient or Above 2014-2015	% Proficient or Above 2015-2016
All Students			
Native American			
Asian			
African-American			
Hispanic			
Native Hawaiian, Pacific Islander			
White			
Multi-Race, Non-Hispanic			
Economically Disadvantaged			
Students with Disabilities (IEP & 504)			
English Language Learners			

Climate and Culture Data

Enrollment by Subgroup²

Race	2013-2014	2014-2015	2015-2016
All Students	438	353	302
Male	234	182	159
Female	204	171	143
Native American			
Asian			
African-American	421	330	284
Hispanic			
Native Hawaiian, Pacific Islander			
White	12		
Multi-Race, Non-Hispanic			
Economically Disadvantaged	395	286	259
Students with Disabilities (IEP & 504)	67	45	44
English Language Learners			

Enrollment by Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-2014	3	65	44	53	55	56	55	55	52	0	0	0	0	438
2014-2015	0	44	43	44	41	43	49	46	43	0	0	0	0	353
2015-2016	0	48	31	38	44	29	38	27	47	0	0	0	0	302

Special Population Percentages

	2013-2014 (%)	2014-2015 (%)	2015-2016 (%)
English Language Learner			
Students with Disabilities (IEP & 504)	15.3%	12.7%	14.6%
Economically Disadvantaged	90.2%	81.0%	85.8%

Attendance

	2013-2014	2014-2015	2015-2016
Attendance Rate (%)	87.2%	88.1%	88.2%
Percent Chronically Absent	68.0%	53.4%	67.0%
Chronically Absent Student Count	298	171	225

² Enrollment by student(s) does not necessarily indicate that the student(s) will take state assessments.

Professional Data**Teacher Evaluations**

	# of Teachers 2013-2014	% of Teachers 2013-2014	# of Teachers 2014-2015	% of Teachers 2014-2015	# of Teachers 2015-2016	% of Teachers 2015-2016
Highly Effective	0	0.0%	4	21.1%	1	6.3%
Effective	23	95.8%	14	73.7%	6	37.5%
Marginally Effective	0	0.0%	1	5.3%	9	56.3%
Ineffective	1	4.2%	0	0.0%	0	0.0%

Total Teachers	24
----------------	----

19

16
